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ABSTRACT

This final report of a collaborative project to design teacher incentive structures describes the procedural development and results of studies conducted by participants composed of public and private school representatives, community members, the University of Toledo, and others. Part 1 includes details of such project planning processes as defining project objectives, establishing role statements for project participants, conducting a public opinion survey, and planning for documentation and dissemination. Part 2 contains descriptions of five incentive designs resulting from the work of task forces. These designs are labeled as follows: "Recruiting Non-Traditional Candidates for Teaching," "Career Ladder Model and Master Teacher," "School Staff Development," "Merit Salary and Other Monetary Incentives," and "Teacher Image." Design descriptions include details and findings of task force activities as well as specific design recommendations. Five figures and six tables are included in the report. Three appendices include project literature resources, task force action briefs, project agendas, and documentation formats. (IW)

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FINAL REPORT

IMPROVING EDUCATIONAL QUALITY IN MAUMEE SCHOOLS:
The Project to Design Teacher Incentive Structures

USDoE Grant #G008400221

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January, 1986

EA 018 921

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Introduction

The final report of The Project to Design Teacher Incentive Structures represents the collective thinking of diverse project participants. The teacher incentive designs included are primarily the work of the respective project task forces. Representatives of Maumee City Schools, St. Joseph and St. Patrick of Heatherdowns Schools, the Maumee community, the Catholic Diocese of Toledo, The University of Toledo and others have collaborated in addressing the critical issues involved. The results of their collaborative efforts include greater insight and new perspective, specific recommendations and designs for change, and a basis for continuing dialogue and collaboration.

Sincere appreciation is expressed to each task force and Steering Committee member who has contributed to this final report. Particular thanks is deserved by task force chairs and recorders, Dr. David Abbott, Maumee Superintendent, Fr. John A. Thomas, Toledo Diocese Superintendent, and the state education agency liaisons. A note of personal thanks is expressed to the Project Staff members and secretary, Ms. Sandra Coffman.

A Final Financial Status Report was filed by the Finance Office, The University of Toledo, on November 18, 1985.

The University of Toledo
January 29, 1986

James R. Gress
Director

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PART I

PROJECT PLANNING PROCESSES

The Project to Design Teacher Incentive Structures was a collaboration of several participant groups, including Maumee City Schools, St. Patrick of Heatherdowns School and St. Joseph's School, Maumee, representatives of the Maumee, Ohio community, the Catholic Diocese of Toledo School Office and The University of Toledo. The Project addressed needs identified in the grant application and proposal, "Improving Educational Quality in Maumee City Schools: The Project to Design Teacher Incentive Structures." A grant of $19,086.00 was awarded The University of Toledo's College of Education and Allied Professions to support the Project.

Maumee City Schools serves an economically diverse population with a teaching staff already committed to educational excellence but, like other school districts throughout Ohio, operates with limited financial resources. The district includes 194 professional staff serving 3,024 students in four elementary schools, a middle school and a senior high school. (96.3% of students are minorities.) The staff has a long tradition of broad based problem solving and decision-making skills aimed at school improvement.

Within the Maumee school district, the Toledo Catholic Diocese operates two elementary schools, St. Patrick's of Heatherdowns and St. Joseph's of Maumee. These schools serve 1,226 students (16% minorities) with a combined professional staff of 54.

The College of Education and Allied Professions, The University of Toledo, is nationally recognized for innovative teacher education and has a long history of cooperative arrangements with area schools for preservice and inservice teacher education. The College has expertise in conducting

federally-supported collaborative projects with school districts for school improvement. Additionally, the College has a tradition of peer review for increasing faculty incentive.

Project work groups were organized to accomplish Project objectives. Work groups included Project Staff, a Steering Committee and six task forces. Project objectives identified and elaborated in the proposal were:

1. To design possible effective career ladder models for teachers in a small city school system. The model will:
   A. Reflect cooperation among the school systems, local universities and the business community.
   B. Identify levels of professional development with role training and performance requirements and skills.
   C. Give attention to minimal long-term budget increases.

2. To design a public relations strategy for enhancing the image of the teaching profession among potential students, teachers within the school system, and the general public. The design will utilize expertise of the local business community not heretofore utilized in this way.

3. To design a plan to attract non-traditional, academically excellent students into teacher education. The plan would include:
   A. An advanced college credit program for high school students.
   B. A Master Teacher graduate certification program for baccalaureate degree students.

4. To improve teaching quality through design of a prototype teacher inservice and school staff development program model. Key aspects of the model would include:
   A. Teacher-initiated professional needs assessment used to identify related personal and professional development targets.
   B. A peer assessment program to assist probationary teachers, interns and existing staff in development and refinement of improved teaching skills.
   C. School building staff development plans to reduce teacher stress, increase teacher recognition and improve school climate.
   D. Alternative incentives for stimulating greater teacher involvements to enhance classroom performance.

5. To research alternative plans providing increased salary incentives related to increased teacher responsibility and excellence in professional performance.

6. To document activities and products in attainment of the Project objectives and to disseminate results through the ERIC Clearinghouse on Educational Management, the National Diffusion Network, presentations at the annual meetings of appropriate professional associations, and consulting with other agencies.

It was anticipated that these objectives would be accomplished during a one-year planning period. Five task forces addressed the five substantive objectives (nos. 1-5), and a sixth task force was responsible for the Project documentation and dissimentation objective (no. 6).

Project Staff

The Project Staff included The University of Toledo Project Director, two School Coordinators (Maumee City Schools and Catholic Schools Office respectively), a Research Coordinator and a graduate student assistant. The staff met in October and November, 1984, and monthly February through May, 1985.

Preliminary Activities

An initial task was to construct role statements for Staff members the Steering Committee and the task forces (See Figure 1). In addition, preliminary activities undertaken by the Staff were identification of respective literature resources and review of the professional literature related to professional incentives explicit and implicit in the Project Objectives. The literature review resulted, among other things, in construction of five sets of teacher incentives issues subsequently matched with the main grant activities carried out by the respective task forces. The literature review also resluted in the identification of related resource materials for the task forces. (Appendix A contains a bibliography of Project resource literature. Appendix B contains the teacher incentive issues and Main Grant activities proposed to the respecitve Project task forces.)

Community Opinion Survey. In addition, the literature review provided a basis for construction of items for a community opinion survey, and a draft was prepared which sorted Likert-type items into survey sections paralleling the work of the task forces and the Project Objectives.

Project Steering Committee

1. Represent Maumee City Schools, St. Joseph's and St. Patrick of Heatherdowns Schools and The University of Toledo.
2. Approve proposal implementation plans and basic operating procedures.
3. Monitor project activities.
4. Review formative evaluation results and conclusions.
5. Recommend appropriate modifications to original proposal and alternations in plans and procedures.

Project Director

1. Insure leadership for project and coordinate activities.
2. Direct project staff and conduct staff meetings.
3. Administer grant budget.
4. Direct Preliminary and Concluding project activities.
5. Provide staff liaison with two task forces.

Research Coordinator

1. Direct project research and evaluation.
2. Give principal direction to activities of graduate assistant.
3. Provide liaison with two task forces.

School Coordinators

1. Represent respective schools as principal project staff members.
2. Provide staff liaison with one task force each.
3. Provide staff liaison with respective schools and community.

Task Forces

1. Identify and address prinicpal issues pertinent to their respective teacher incentive objectives:
   a. Professional Career Ladder and Master Teacher Role;
   b. Professional Image/Public Relations;
   c. Non-Traditional Teacher Recruitment;
   d. School Staff Development;
   e. Teacher Salary Incentives.
2. Study selected issues and design one or more alternative incentive structures (plans) for possible use by project participants and for national dissemation.
3. Coordinate independent work of task force members.

   Task Force Chairs
   1. Direct task forces in carrying out respective Main Grant Activities identified in the project proposal (see pp. 6-8).
   2. Work with project staff liaison to plan task force meetings/work sessions.
   3. Conduct task force meetings/work sessions.

   Recorders
   1. Prepare record of task force meetings/work sessions.
   2. Report task force progress to Steering Committee.

   Staff Liaisons
   1. Work with task force chair to plan meetings/work sessions.
   2. Provide administrative and clerical support for task force.

Figure 1

Project Participant Role Statements

Steering Committee and Task Forces. The Project Staff identified all the other members of the Steering Committee. These included official representatives of the respective schools and The University of Toledo. Figure 2 identifies Steering Committee members. In addition, members included Maumee, Ohio community representatives, both parents of school students and non-parents. Finally, members included the president of the State Board of Education who is a Toledo area resident and the University's new College of Business Administration dean who brought broad expertise and experience from the business community and an "outsider's" perspective.

The Staff also identified all members of the Project's six task forces. The grant application and proposal provided for participation of six teachers and three or four outside consultants in addition to the Project staff. However, both school and community response to the Project and the issues it addressed were much more enthusiastic than anticipated in the proposal. Principal credit for capitalizing on the enthusiasm belongs to the Project's two School Coordinators. A total of forty-one individuals served on one of the six task forces. These individuals included members of the Steering Committee (excluding the respective school superintendents and the university and state officials), additional school staff, community members and university faculty. The task forces included a Maumee teacher who also served as a member of a teacher advisory committee for the State Superintendent of Public Instruction, thus reinforcing Project liaison at the state level.

Five task forces, identified in Figure 3, addressed substantive issues as follows:

1. Task Force on Career Ladder and Master Teacher;
2. Task Force on Non-Traditional Teacher Recruitment;
3. Task Force on School Staff Development;
4. Task Force on Salary Incentives;
5. Task Force on Teacher Image/Public Relations.

Representing Maumee City Schools and Community

David C. Abbott, Superintendent of Schools
James J. Cellio, Biology Teacher, Maumee High School
Donelda Criger, English Teacher, Maumee High School
Elizabeth Ference, Third-Grade Teacher, Ft. Miami Elementary School
Robert M. Kabat, Principal, Fairfield Elementary School
Barbara Laird, Member, Board of Education
Serena Troyan, Science Teacher, Gateway Middle School
Vicki Wertzbaugher, President, Maumee Parent-Teacher Association
Dennis E. Wroblewski, Attorney, Maumee

Representing the Catholic Diocese of Toledo, the Schools and the Community

Mary Kasper, Principal, St. Patrick's of Heatherdowns School
Rita Kijowski, Fourth-Grade Teacher, St. Patrick's of Heatherdowns School
Patricia Kwiatkowski, Eighth-Grade Teacher, St. Joseph's School, Maumee
Barbara McGowan, Vice-President, Bishop's Education Council
Rev. Fr. John A. Thomas, Superintendent of Schools

Representing The University of Toledo and the State of Ohio Community

Richard C. Glowacki, President, State Board of Education
Donald C. Powell, Dean, College of Business Administration
Philip J. Rusche, Dean, College of Education and Allied Professions
Jack A. Spiess, Professor of School Administration and Chairman, Department of Educational Leadership

Project Staff

PROJECT DIRECTOR:
James R. Gress, Associate Professor and Chairman, Department of Elementary and Early Childhood Education, The University of Toledo
SCHOOL-COMMUNITY COORDINATORS:
Claire L. Jacobi, Administrative Assistant for Instruction, Maumee City Schools
Sr. Mary Ellen Youngblood, O.P., Consultant, Catholic School Services, Diocese of Toledo
RESEARCH COORDINATOR:
James R. Johnson, Professor of Secondary Education and Director, Off-Campus Education, College of Education and Allied Professions, The University of Toledo.

Figure 2
Steering Committee Membership

Career Ladder and Master Teacher

Donelda Criger, Maumee HS, Rec
Mirian Grems, Maumee
Jim Gress, UT
Jennifer Hill, Maumee HS
Claire Jacobi, MCS
Mary Kasper, St. Patrick's
Patricia Kwiatkowski, St. Joseph's, Chp
Barbara Laird, MCS

Non-Traditional Recruitment

Lee Black, Maumee HS
Sr. Janet Doyle,
Catholic School Services
Mary Jo Henning, UT
James Johnson, UT, Rec
William Lyons, Maumee HS, Chp
Carol Russell, Maumee

Salary Incentives

James Cellio, Maumee HS
James Haudan, Catholic School Services
Claire Jacobi, MCS
James Johnson, UT
Gladys Krieger, Ft. Miami, Rec
Edward Osnowitz, Maumee HS
Vicki Wertzbaugher, MCS, Chp
Dennis Wroblewski, Maumee

Professional Image/PR

Margaret Cowles, Gateway MS, Rec
Jim Gress, UT
Robert Kabat, Fairfield, Chp
Rita Kijowski, St. Patrick's
Barbara McGowan, Bishop's
Educational Council
Murray Stahl, Maumee
Mary Anne Steinbaugh, St. Joseph's
Serena Troyan, Gateway MS
Sr. Mary Ellen Youngblood,
Catholic School Services

Staff Development

Elizabeth Ference, Ft. Miami, Chp
Jim Gress, UT
Diane Ninke, Maumee, Rec
David Roshong, Gateway MS
Lorraine Sweigard, MCS
Jane Williams, St. Joseph's
Sr. Mary Ellen Youngblood,
Catholic School Services

Documentation & Evaluation

Pam Dickey, UT
Jim Gress, UT
Claire Jacobi, MCS
James Johnson, UT
Sr. Mary Ellen Youngblood,
Catholic School Services

Special Task Forces Liaison

Ramona Mercer, MCS

Non-Steering Committee Members

Lee Black, Principal, Maumee High School
Margaret Cowles, Sixth-Grade Teacher, Gateway Middle School
Pamela Dickey, Graduate Assistant, The University of Toledo
Sr. Janet Doyle, O.P., Consultant, Catholic School Services, Diocese of Toledo
Marian Grems, Parent, St. Patrick of Heatherdowns, Maumee
James Haudan, Assistant to the Superintendent of Schools, Diocese of Toledo
Mary Jo Henning, Professor of Secondary Education and Chairman, Curriculum and Educational Technology, The University of Toledo
Jennifer Hill, Home Economics Teacher, Maumee High School
Gladys Krieger, First-Grade Teacher, Ft. Miami Elementary School
William Lyons, Guidance Counselor, Maumee High School
Ramona Mercer, Teacher, Gifted and Talented Program, Fairfield and Union Elementary Schools
Diane Ninke, Parent, Maumee
Edward Osnowitz, Associate Principal for Maumee High School
David Roshong, Sixth-Grade Teacher, Gateway Middle School
Carol Russell, Parent, Maumee
Murray Stahl, Advertising Executive, Maumee
Mary Anne Steinbaugh, Seventh-grade Teacher, St. Joseph's School, Maumee
Lorraine Sweigard, Supervisor, Special Education, Maumee City Schools
Jane Williams, Fifth-Grade Teacher, St. Patrick's of Heatherdowns

Figure 3
Project Task Forces

A sixth task force for Project documentation and dissemination was composed of the Project Staff members, excluding the GA.

Documentation and Dissemination. Concluding activities carried out by the Project Director were review of the final task force reports and preparation of the final report. The Director and Research Coordinator prepared several proposals for presentations about variuos dimensions of the project for the national conferences identified below.

Steering Committee

The Steering Committee, responsible for representing Project constituents and for approving operating plans, monitoring activities and reviewing outcomes, met quarterly.

At its initial meeting, November 8, 1984, the Steering Committee got acquainted, heard a project rationale and overview from the Project Director, and received both a synopsis of the grant application and proposal and a copy of Secretary Terrell Bell's USDoE essay, "The Peer Review Model for Managing a Career Ladder/Master Teacher/Performance Pay Program for Elementary and Secondary Schools." Informal discussion centered on local needs and Project Objectives.

The Committee also reviewed the Community Opinion Survey drafted by the Staff. Initial discussion of the survey and some group feedback was followed by individual feedback from Steering Committee members during the following week. Committee "homework" included review of the synopsis of planned Project activities.

On December 6, 1984, the Steering Committee met to offer feedback regarding Main Grant Activities, to review a revised Community Opinion Survey, and to hear the charges to the respective task forces. Task force members were also in attendance.

A Steering Committee review of task force progress with Main Grant Activities was conducted at an April 25, 1985 meeting. Steering Committee members who were task force represnetatives reported both process and products to that time. The exhcange between and among task forces and between the task forces and school and university officials was significant in facilitating common understanding of issues and in bringing subsequent closure of task force activities. Important Project understandings reached in the Committee meeting might be outlined as follows:

1. Teacher education recruitment should be a part of the University's on-going recruitment efforts, focusing on identified target populations. In addition, recruitment from non-traditional populations should be coupled with efforts to identify specific sub-populations, e.g., retired military, former corporate executives and so on, through private employment counselors.

2. Teacher education for non-traditional populations can be a part of regionally supported staff development programs.

3. A career ladder/master teacher model which focuses on stages of professional development could facilitate staff development, especially refinement of classroom teaching skills, is highly desirable. However, a model which differentiates professional roles so as to reduce classroom teaching commitment is undesirable.

4. Staff development should be concentrated on three components: (1) enlarged support for beginning teachers, (b) school support based on site-specific needs assessment and (c) additional non-punitive support for those experiencing personal or professional crisis.

5. Merit pay is undesirable. Instead, non-monetary incentives, especially increased control over time and curriculum by individual teachers, and recognition for teacher groups (e.g., grade level, department and the like) should be enphasized.

6. Increased attention to community recognition for teachers can result in incentives dividends considerably in excess of the small time investment required.

7. School districts and professional education groups should collaborate in marketing a positive teacher image to identified populations (e.g., future teachers, parents, communities).

The final Steering Committee meeting on June 10, 1985, provided opportunity to identify Project products, to distribute copies of final task force

reports, to recall highlights of individual task force processes, and to recognize the contributions of all those involved. In their respective remarks during the meeting, the school superintendents identified the positive focus on classroom teaching, the development of task force products which could be adapted to local use, and the interaction among school professionals in the public and private sectors as Project outcomes of greatest value.

Task Forces

The charges to the respective Project task forces were made at a joint Steering Committee/task forces meeting on December 6, 1984, following completion of the Steering Committee's agenda. Each charge was presented in the form of an Action Brief which included teacher incentive issues and Main Grant Activities for the respective task forces stipulated in the grant application and proposal (see Appendix B).

The joint December meeting was followed by an initial two-hour work session for the respective task forces on the same date. Each task force met subsequently for five additional two/three-hour work sessions scheduled for task force convenience. Work of the documentation and dissemination task force was completed as a part of Project Staff meetings since membership in the two groups was the same. Task force meeting dates and task force chairpersons are identified in Figure 4. The task forces participated in the final Project meeting as well.

Each task force selected its own chair and recorder. The chairs were responsible for meeting arrangements and communication among members. Recorders were responsible for documenting meeting agenda and progress on respective Main Grant Activities and submitting these to the Project Director monthly. Each task force was provided two kinds of initial resources. For

	Dec*	Jan	Feb	Mar	Apr	May	Jun**
Career Ladder/Master Teacher P. Kwiatkowski, Chair Gateway Middle School	6th	16th	20th	20th	24th	15th	10th
Non-Traditional Recruitment and Certification B. Lyons, Chair Maumee, H.S.	6th	19th	--	2nd & 30th	27th	25th	10th
Teacher Image B. Kabat, Chair Fairfield School	6th	16th	20th	20th	17th	15th	10th
Salary Incentives Vicki Wertzbaugher, Chair Maumee, H.S.	6th	28th	14th	11th	16th	14th	10th
Staff Development Elizabeth Ference, Chair Gateway Middle School	6th	9th	13th	6th	17th	8th	10th

*Gateway Middle School w/Steering Committee
**Continuing Education, The University of Toledo w/Steering Committee

Figure 4
Task Force Meetings

each, multiple copies of Phi Delta Kappan Fastbacks and Education Commission of the States monographs addressing their respective issues were purchased (see References in Appendix A). For each task force, a Project Staff liaison was identified. The liaison was responsible for securing needed information and materials as well as needed secretarial and other support services. Project Staff members participated regularly in at least two task forces each.

Activites completed by the task forces included studying the PDK and ECS materials, reading of national reports on the condition of teaching and schooling, examining the efforts of other states in this regard, conducting local surveys, discussing findings, addressing identified issues, designing incentive models and plans-of-action. In addition to the Community Opinion Survey undertaken by the Project Staff and reported to all task forces, the following surveys were undertaken by the respective task forces:

Task Force	Survey(s)
Career ladder/Master Teacher	"Teacher Stress Inventory" Population -- Professional Staffs, Project Schools
School Staff Development	"Staff Development Survey" Population -- Professional Staffs, Project Schools
Teacher Image/Public Relations	"Teacher Image Survey" Population -- Professional Staffs, Project Schools and Central Catholic High School (Toledo)
	"Teacher Image/School Support Staff Questionnaire" Population -- School Support Staffs (Secretarial, Custodial and Kitchen), Project Schools
	"Teacher Image -- Senior Citizens' Views" Population -- Community residents at three senior citizen's centers

"Media Survey"
Population -- Local radio, TV and
Newspaper contacts

Each task force submitted a final written report in early June, 1985. The final report included: (1) a summary record of task force meeting dates, members and attendance, (2) a listing of completed Main Grant Activities, (3) a statement of key conclusions of study of the identified issues and (4) one or more incentive plans.

Standardized formats were used to document and report task force activities; they are included in Appendix C.

Community Opinion Survey

A survey of residents and businesses in the Maumee community consisted of parts to parallel the substantive issues addressed by the five Project task forces. The survey was mailed shortly after January 1, 1985 to a random sample of the community. A return of 14.7% provided data for subsequent analysis. The survey report, "Incentives for Teaching: A Survey of Community Perceptions and Support," may be obtained through the ERIC system (ED 258 965). An abstract of the report is included in Resources in Education, February, 1986.

Community support for the teaching incentives identified in the survey varied, in principle, from 52% for waiving state teacher certification requirements in non-traditional recruiting to 82% both for a career ladder model and expanded school staff development proposals. Support for increasing taxes to support identified incentives ranged from 37 to 61%. As stated in the report, "The positive response may be surprising, given a disproportionate number of survey respondents who were community residents without school-aged children" (p. 6). As elaborated in the report's findings and conclusions, community respondents: (1) were histant about altering certification standards, (2) recognized need for greater financial support for teacher education, (3)

supported recognition for teaching excellence, subject-matter expertise and student achievement but not for length of service or peer regard, (4) didn't seem to appreciate personal growth and development as a school staff development target, (5) weren't concerned about merit pay's undermining staff morale, and (6) expressed uncertainty about the use of public relations strategies in professional education.

Documentation and Dissemination

Project documentation included meeting agenda for the Staff and Steering Committee and monthly reports of task force meeting (also included in Appendix C), final written reports from the respective task forces, written reports of the community opinion survey as well as the several surveys undertaken by identified task forces and the Project Director's correspondence. Final documentation includes this report and a monograph in progress, "Incentives for Teaching." The monograph will include summary of key Project findings, identification of incentive alternatives and assessment of these Project products.

Dissemination began during the 1984-85 grant year with the following state and national professional conference presentations:

James R. Gress, Claire L. Jacobi and James R. Johnson. "Teaching Profession Incentive Structures: Community Perspective." ATE Presentation, Las Vegas, February, 1985.

James R. Johnson and James R. Gress. "Developing Teacher Incentive Structures: A Planning Model." ASCD Presentation, Chicago, March, 1985.

James R. Gress and Claire L. Jacobi. "Teacher Incentive Structures and Public Relations." OCTEO Presentation, Columbus, April, 1985.

Proposals have been accepted for the following additional presentations in 1985-86:

James R. Gress and James R. Johnson. "Providing Incentives for Professional Development," ATE Presentation, Atlanta, February, 1986.

_____. "Incentives for Enhancing the Teaching Profession," AACTE, Presentation, Chicago, March, 1986.

The community opinion survey report has been disseminated through ERIC as indicated above. The ATE, AACTE, ASCD and OCTEO presentations and a copy of this final report will be submitted for dissemination through ERIC as well. Articles for Educational Leadership and Action in Teacher Education are planned. The Project monograph described above will be disseminated to USDoE, to all '84-85 Teacher Incentive Structures USDoE grant recipients and to all state education agencies.

PART II

TEACHER INCENTIVE DESIGNS

The Project to Design Teacher Incentive Structures completed planning of five incentive designs related, respectively, to the work of five task forces. Detail of task force activities and findings below are followed by the respective design recommendations.

Recruiting Non-Traditional Candidates for Teaching

The task force addressed teacher incentive issues related to teacher supply and demand, the academic qualifications of current pre-service candidates, admissions patterns at The University of Toledo, specific recruitment problems of Maumee City Schools and the Catholic Diocese of Toledo and state teacher certification patterns. The task force's work focused primarily on secondary schools.

Main Grant Activities undertaken and completed included an assessment of University admissions patterns, dialogue with school administrators, dialogue with personnel and employment agency experts in the private sector, examination of the state certification requirements in terms of a graduate-level preservice program, review of the literature, and review of data collected by the Career Ladder and Teacher Image task forces.

Table 1 summarizes the pattern of University of Toledo freshman admissions for Fall, 1984, in particular, for in-state students who are about 65% of the total population. With the exception of Cuyahoga (Cleveland area) and Franklin (Columbus area) counties, largest numbers of students, including preservice teacher education students, are recruited from northwest Ohio.

Table 1. Freshman Admissions Patterns by Ohio County, The University of Toledo, Fall, 1984.

County	N	County	N
Lucas	1,671	Williams	154
Wood	975	Huron	142
Cuyahoga	921	Putnam	117
Fulton	470	Franklin, Geagua, Lake, Medina, Montgomery, Paulding, Stark, Summit and Van Wert	51-99 each
Ottawa	342		
Lorain	324		
Erie	320		
Sandusky	283		
Seneca	248		
Hancock	183		
Defiance	170		
Henry	169		

Findings. Task Force findings relate to supply and demand, recruitment, teacher education admissions, pre-service programs, clinical and field experiences, and state teacher certification:

1. The number of high quality teaching candidates is declining and may be expected to decline during the 1980's, if present trends continue.
2. By 1900, the number of eighteen year olds will be .8 million fewer than in 1980, thus reducing the pool of potential teaching candidates.
3. By 1990, the number of preschool and elementary children is expected to increase.

4. By 1990, the nation will need about 1,000,000 new teachers. To fulfill such demand, 1 in 10 new college enrollees must enroll and complete teacher education programs. Current patterns (1982) reflect 1 in 20 enrollment.

5. Critical shortages already exist in locating qualified teachers in mathematics, science, foreign language and computer education.

6. A large pool of certificated persons exists in reserve who did not find teaching jobs (or left them early in their careers) and sought employment in other fields.

7. The supply of teachers will not turn around without carefully constructed incentive plans to attract both high school seniors investigating a potential career and persons trained in other fields considering a mid-career shift.

8. Recuritment procedures must be addressed simultaneously to treat four separate groups: (1) academically able high school graduates, (b) academically excellent graduates from certified teacher education programs (c) non-traditional teaching canddiates possessing academic expertise and no education training in fields experiencing teacher shortages, and (d) previously trained certificated teachers who may have located employment in other segments of the economy.

9. Improving the image and attractiveness of the teaching profession is fundamental to successful recruitment.

10. Incentives to enter teaching must be examined and strengthened to attract specific target audiences.

11. Teacher education programs msut develop knowledge and competence in the areas of general education, preprofessional study in the disciplines undergirding pedagogy, academic specialization and professional study including clincial and field based assessment.

12. Effective education programs address a set of generic teaching competencies including areas of student diagnosis and assessment, instructional design, effective models of teaching, classroom management and organization, creation of a supportive climate for learning, and promotion of effective communcation skills within students.

13. Responsibility for teacher success in the classroom is a shared experience reflecting content preparation, pedagogy and effective supervision.

14. Following completion of a teacher education program the awarding of a provisional certificate, new teachers should complete an induction period or internship of at least a year's duration for which compensation is provided.

15. Effective teacher education programs are the outcome of joint contributions by university teacher educators and school personnel. An important cornerstone of successful teaching is the extent and quality of clinical/field supervision.

16. A series of carefully designed and supervised campus and field-based experiences should be conducted throughout the period of professional study.

17. Certification procedures should continue to be identified and administered by the states.

18. Suitably accredited programs of teacher education in colleges and universities should continue to provide the formal preparation for certification.

19. States should maintain and strictly enforce rigorous standards for program review. Voluntary national accreditation and/or regional accreditation should be strengthened and made to serve as a means for improving teacher education.

Design Recommendations. The task force recommendations for design of incentive structures related to recruiting non-traditional students included:

1. Schools must seek to attract candidates from the "reserve" pool of already trained teachers.

2. Colleges and universities must tighten standards for admission to teacher education programs.

3. Criteria must be firmly established to identify potential strengths and weaknesses among applicants.

4. Screening procedures should include competent recommendations, personal interviews, high school G.P.A., basic communication skill screening, written statements, commitment to teacher education, physical, hearing and speech examinations, personality inventories and content aptitude tests.

5. Colleges should design admissions procedures followed by continuous evaluation and monitoring of teacher education candidates.

6. Incentives should include the following:

   A. Improved salary position relevant to equivalent professions at both the beginning and end of professional career.

   B. Opportunity for growth and increased responsibility with maturity and additional training.

   C. Financial support for graduate and undergraduate education of exceptional candidates.

   D. An array of scholarships, fellowships and loan forgiveness programs designed to attract high quality candidates from minority or disadvantages SES sectors.

E. A stimulating college environment.

7. Improved contacts with business and industry should encourage time sharing of qualified personnel who could teach selective courses on a reduced time basis must be explored.

8. Formal mechanisms to expedite mid-career shifts from military or business professions into education in areas of teacher shortage must be developed.

9. Certification standards must be made both more rigorous yet flexible to encourage entry of high quality candidates.

10. Models for effective vocational guidance of high school students should be encouarged.

11. Teacher education programs must develop carefully administered multi-dimensional teacher admissions and evaluation procedures.

12. Teacher education programs must be established with better communication among public schools and colleges of education and between colleges of education and arts and sciences.

13. Teacher education programs must find ways to provide incentives to faculty for being involved in school service, supervision and staff development activity.

14. Teacher education programs must identify rigorous and regular procedures of internal and external program review.

15. Teacher education programs must work to establish a data base identifying the skills and competencies of entering and continuing teacher education students.

16. Teacher education programs must develop ways of highlighting the special skills of each candidate upon graduation.

17. Teacher education programs should explore the efficacy of using and/or developing assessment devices which are nationally, regionally and/or locally normed. The PSST developed by the Educational Testing Service is such a test deserving consideration.

18. Clincial/field experiences are best when they are developmental--beginning in the first year of undergraduate education, continuing through student teaching and culminating in a beginning teacher program jointly administered among peers, higher education faculty and school supervisors.

19. Certification procedures should be strengthened and made more flexible and simple to aminister. Provision must be made to provide entry into the profession by persons possessing suitable academic training without training in pedagogy.

20. Teaching candidates without certification must be required to attend special college or university administered programs leading to certification which acknowledges their experience and prior academic preparation without compromising the minimal entry requirements to which traditional students must adhere.

21. Teacher education colleges, arts and sciences colleges and school personnel should all become involved in designing certification standards.

22. Area colleges and universities must work with public and private Maumee area schools to:

    A. Identify promising teaching candidates as they graduate from high school.

    B. To alert the public and legislators as to the critical importance of providing incentives to attract quality candidates into teaching as a profession.

    C. Publicize the positive and constructive accomplishments of schools, teachers and children.

23. We should carefully study the history of teacher supply and demand and concomitant reform efforts. We might do well to consider ways and means of designing and implementing teacher training within the context of human resources development.

Career Ladder Model and Master Teacher

The task force addressed issues related to teacher stress and burnout, a proposed career ladder model and monetary incentives. Main Grant Activities completed by the task force included review of work by other districts and assessment of internal needs. The task force studied career ladder models developed for schools in Tennessee and the Catholic Diocese of Richmond, Virginia. It reviewed preliminary work for a Toledo City Schools career ladder model, and it assessed career stage development in The Toledo Plan (1983) for an entry teaching year and later professional development intervention. The task force surveyed school staffs regarding stress problems, developed a career model for which it invited response from selected teachers and administrators.

Table 2 identifies reported teacher stresses by life task categories, and it displays frequencies of stress identified by 135 respondents to a staff

survey. Survey data were consistent with those reported in the literature. The amount of time available, as well as control over it, appeared to be key incentives for teachers. The task force utilized survey data for drafting a career ladder model.

Table 2. Frequency Distribution of Teacher Stresses by Life Task Category (N = 135).

Stress Category	Stress Experience F	%
Sleep	103	76.3
Breakfast Diet	93	68.9
Travel to Workplace	115	85.2
Day's Work Time	104	77.0
Weekend Time	125	92.6
Personal Time	125	43.7
Exercise	62	45.9
Weight Control	77	57.0
Perceptions of Colleagues	94	69.6
... School Administrators	108	80.7

Findings. Thirty teachers were selected and invited to react to a career ladder model drafted by the task force. Findings were the following:

1. The first three levels on the Career Ladder prompted two concerns. One was a request that the status of individual teachers be kept confidential. The second was a question whether a teacher could advance if the educational requirement for a professional certificate were not met. The first three career levels do not distinguish responsibilities or salary schedules.

2. The designation of Master Teacher brought much greater reaction. Questions included the purpose of the designation. Some thought that the plan would help a few but not raise the general level of teaching. One respondent stated, "The characteristics of a Mater Teacher should

be an on-going process for all teachers to strive for. Under this plan the good teachers will be motivated, but those who may need help will see this as unattainable and not even try to improve."

3. Other concerns were possible divisive effects on staff relations, particularly isolation, pressure to perform at unreasonable levels, and a negative effect on morale if the Master Teacher did not have the respect of all the faculty.

4. Reservations about the submission of a portfolio centered around its being "one more bit of busy work" that detracts from teaching. Some thought that it could be more indicative of a teacher's writing, rather than teaching, skill.

5. There was consensus that the role of Master Teacher should be teaching students. Other roles suggested in the preliminary draft, such as accepting student teachers and involvement in curriculum design, are currently being performed by some respondents. A conern was that the time required for other functions would decrease the time available for preparation and teaching. There were no objections to Master Teachers acting as consultants Beginning Instructors. Several respondents wanted additional duties covered in an extended contract.

6. One respondent thought that, by offering monetary rewards for excellence in teaching, the model moves from a Master Teacher concept to a Merit Pay concept. Several agreed that "competitive pay undermines teacher morale and compromises cooperation."

7. Non-monetary incentives are acceptable to the majority of respondents who prefer to select from several options.

8. To the question about applying for Master Teacher status under this or a similar plan, the responses ranged from "absolutely" to "yes, with reservations." Reservations included defining limits on outside responsibilities, knowing the compensation difference for a 10-11 month contract, and developing an evaluation instrument that measures degrees of excellence. One would apply only if non-monetary incentives were offered, another only if the portfolio were eliminated.

9. To a question about difficulties, if any, to be encountered by a Master Teacher, the typical response was, "It might be difficult to add more responsibilities to an already full schedule, but the incentives might alleviate that problem."

10. Others acknowledged that, since funds are limited, a determination will have to be made as to how many teachers can be selected and what will happen if there aren't funds for all qualified teachers who apply.

Design Recommendations. Following some modification of the originally drafted model, the task force recommended further career ladder incentive development by the respective schools or districts to include the following:

1. A master teacher program should be designed.

   A. Status could be granted for three years; reapplication would be necessary. Characteristics should be based on Bloom's research: (1) superior knowledge of subject matter; (2) superior skill in teaching; (3) command of student respect; (4) nurturing student in subject area; and (5) demonstrable results in form of student achievement/progress.

   B. Processes to certify the characteristics could include: 10 use of a peer review panel, (2) observation and evaluation of first two characteristics above, (3) "distinguished" level of performance on competencies, (4) submission of a portfolio to include lesson plans, teacher-made tests, record of professional development, recommednations including building principal, and samples of student work.

   C. Role/function could include: (1) consultant ot beginning instructors, (2) accepting student teaching, (3) involvement in curriculum design and (4) deliver guest lectures.

   D. Incentives could include: (1) monetary compensation of stipend for department chairman ($900-$1,200), (2) a 10-11 month contract for teacher, (3) superintendent-approved projects at per diem rate of $50-$75, and (4) nonmonetary incentives to include increased recognition, more involvement in school decision-making, appointment to advisory boards both inside and outside of education, released time for teacher projects, clerical help, additional instructional materials.

In addition, the following recommendations were offered:

2. A school district that is considering the implementation of either a Career Ladder on Master Teacher Program should devote an extended time for study, for the complete development of the program and its related details, and for informing and gaining the consensus of affected staff members.

3. A study of the factors affecting teacher morale and stress in the district should be undertaken prior to designing a Career Ladder or Master Teacher Program.

4. Staff development, or other activities to alleviate situations suggested in recommendation 2 above, should be considered as an alternative or supplement to Career Ladder or Master Teacher programs.

5. Staff input on incentives should be solicited, and both monetary and non-monetary rewards should be considered.

6. Recognition should be given to the fact that monetary incentives alone will not attract and retain the most capable candidates to education. Status, image, community respect and the like must all be fostered along with financial rewards.

7. Master teachers, if so identified, should continue to spend the majority of their time in the classroom.

8. However, the skills of master teachers should be utilized to improve the effectiveness of beginning teachers.

9. Whatever the duties/responsibilities are given to identified master teachers, they should not interfere with classroom preparation time.

10. Master teachers, and others who act as mentors to pre-service education students should receive thorough preparation from the colleges of education for their supervisory/consultant responsibilities.

Task Force on School Staff Development

The task force addressed issues of professional development both from the perspective of school staff development and from the perspective of individual growth. It considered characteristics of effective staff development, relationships between staff development, on the one hand, and such things as teacher role responsibilities, principles of school change, and community resources, on the other. The task force considered constraints of current Maumee and Catholic Diocese staff development and incentives for change. Main Grant Activities completed by the task force included a critique of current school efforts in this area, construction of an instrument and assessment of school staff development needs, literature review, and design of a staff development model focused on identified career ladder steps.

Table 3 identifies components of the staff development needs assessment: (1) a set of items eliciting teacher attitudes about identified issues and (2) a set of questions about planning, logistics of delivery and support for beginning teachers.

Findings. The needs assessment was administered to the Maumee City Schools teaching staff. Findings related to professional commitment, teacher stress, school climate and mutual professional support are the following:

Table 3. Components of Staff Development Needs Assessment

Teacher Attitude Issues

1. Teachers in our schools have a responsibility to assist in the training of future teachers.
2. School policies should support professional growth and development among its teachers.
3. Participation in curriculum planning and school staff development should be a part of every teacher's responsibility for which they are paid.
4. Teachers who have been employed in our schools for a period of time should be granted paid time off to improve professional competencies.
5. Special programs are needed to provide necessary support for beginning teachers.
6. While staff development activities certainly must enhance teachers' delivery of school programs, a large portion of the sponsored activities should relate to teachers' personal development as adults.
7. Teachers should receive much more active professional support in their development from colleagues and from supervisors than has been the case.
8. Staff development funds are best spent when they:

   ...provide programs aimed at improving teaching skills.

   ...are planned with teacher input.

   ...occur over several days rather than individual days distributed throughout the school calendar.

   ...permit teachers to visit other schools and teachers with recognized programs that work.

   ...are directly related to a goal or problem that the teacher sees as important to everyone.

   ...are likely to tangibly improve the learning of children.
9. Successful staff development programs make some concessions to the individual differences of teachers in need and learning style.
10. Successful completion of vigorous staff development courses should be one important factor in merit pay.

Planning, Logistics and Beginning Teacher Questions

1. How often should staff development programs be provided per year?
2. Should staff development programs be customized for each building's needs?
3. Do you feel there is a need for a permanent staff development committee?
4. If so, who should be on the staff development committee?
5. Do you feel there is a need for a support system to assist teachers in with:

   __Family Problems
   __Alcohol Abuse
   __Drug Abuse
   __Financial Planning
   __Crisis Resolution
   __Stress Counseling

6. If so, would you like to be able to contact and use these services confidentially?
7. At the present time, are you aware of the social agencies available for your use?
8. How often do your grade levels or departments meet as groups to discuss problems or share ideas?
9. Do you feel beginning teachers should have special staff development programs?
10. Do you feel beginning teachers should have an assigned staff member assist them throughout the year?
11. Should this responsibility be assigned to department chairmen only?
12. Do you feel there is a need for elementary and secondary supervisors?
13. Should staff development programs be related to teacher certification?
14. Do you have any suggestions/ideas for future staff development?

1. In order to increase professional commitment there should be:

   A. Paid time off to improve professional competencies;
   B. Permanent teams to provide staff development and curriculum planning which all teachers would support;
   C. Reciprocity between universities and the school system to finance continuing education;
   D. Rewards for professional commitment that are not extra assignments.

2. In order to reduce stress there should be:

   A. Programs that make concessions for individuals in needs and teaching styles;
   B. Support systems for dealing with stress counseling;
   C. Programs for time management from an educator's perspective.
   D. Programs for communication skills;
   E. A list of social agencies available for dealing with personal problems provided for all staff.

3. In order to improve school climate, there should be:

   A. More departmental or grade-level meetings;
   B. Available to all teachers at the $150 incentive program per twelve clock hours of inservice per year rate.

4. In order to foster mutual support of fellow professionals, there should be:

   A. More departmental or grade-level meetings;
   B. More positive leadership by administrators;
   C. More positive support of teachers by principals;
   D. More teacher input in developing yearly goals and programs for professional development;
   E. More coordination and cooperation among public and non-public schools in staff development.

In addition, the administration, staff, and community will have to work together in order to be able to implement the recommendations of the task force. Teachers will have to be viewed in a more professional light in order to reach the potential of the task force's recommendations. Administrators will have to be willing to be much more involved with every teacher in order to fully carry out the recommendations of the task force. A salary schedule will have to be designed to meet the criteria set for this teacher support system.

Design Recommendations. The task force recommended the following elements of a teacher support system based on career ladder steps: (1) intern,

(2) transitional teacher, (3) professional teacher, (4) msater teacher, (5) probationary teacher, (6) consulting teacher. For each element, the task force specified definition, selection criteria, role responsibilities, implementation requirements and recommendations as follows:

1. An intern is a first year teacher or teacher new to the system.

   A. The internship period shall be three years. There shall be a system-wide inservice team for support of interns. Each intern shall be assigned a consulting teacher who is a member of the inservice team.

   B. There shall be continuing communication between the consulting teacher and the intern. The intern shall fulfill all terms of the job description for a teacher in the system. The intern shall attend all scheduled meetings. The intern shall attend all inservice programs.

   C. Released time shall be granted for inservice programs. Released time shall be granted for intern to observe consulting teacher.

   D. An intern should receive any stipends offered to all teachers who attend staff development programs.

   E. Due to the nature of the program and the time commitment, special consideration should be given before assigning extra resposibilities.

2. An instructor in the system a minimum of three years and one who has demonstrated professional development through classroom success, academic discipline, instructional technique, curriculum knowledge, innovations, and classroom management shall be classified as a transitional teacher.

   A. The transitional period shall last two to five years.

   B. The transitional teacher shall continue professional growth. The transitional teacher shall continue communication with the consulting teacher as needed. The transitional teacher shall attend all meetings and inservice programs. The transitional teacher shall continue to earn credits specified for certification. The transitional teacher shall demonstrate the ability to perform in accordance with the state minimum standards.

   C. Released time shall be granted for inservice programs. Released time shall be granted for consultation with the consulting teacher. Tenure will not be offered in the transitional stage. Evaluation of performance shall be in accordance with the state minimum standards.

   D. A transitional teacher should receive any stipends offered to all teachers who attend staff development programs.

E. A teacher desiring tenure shall have a minimum of five years in this system and shall have fulfilled the requirements for professional certification. A letter of recommendation from the principal to the Board of Education shall also be required.

3. An instructor in the system a minimum of five years who has completed the intern and transitional stages and one who has demonstrated professional development through classroom success, academic discipline, instructional technique, curriculum knowledge, innovations, and classroom management shall be classified as a professional teacher.

A. A request for professional status shall be made to the principal and administrative assistant after successful completion of the transitional Stage.

B. The professional teacher shall continue professional growth. The professional teacher shall attend all meetings and inservice programs. The professional teacher shall continue to earn credits specified for certification. The professional teacher shall demonstrate the ability to perform in accordance with the state minimum standards. The professional teacher shall have the ability and opportunity to perform as a consulting teacher. The professional teacher shall have the opportunity to work with student teachers. The professional teacher shall have the ability to serve as a department chairman. The professional teacher shall be willing to open the classroom for visitation and observation.

C. Released time shall be granted for inservice programs. Released time shall be granted for duties of consulting teacher. Tenure will be available in the professional stage. A yearly evaluation shall be made by the principal.

D. A professional teacher should receive any stipends offered to all teachers who attend staff development programs. A stipend should be granted commensurate with the responsibility of the committee.

E. No additional recommendations were made.

4. An instructor in the system a minimum of seven years who has completed the intern and transitional stages and at least two years as a professional teacher who has attained tenure, and one who has demonstrated professional development through classroom success, academic discipline, instructional technique, curriculum knowledge, innovations, and classroom management shall be classified as a master teacher.

A. A request for master status shall be made to the principal and administrative assistant anytime after completion of two years of professional status. A letter of recommendation from the principal and administrative assistnat shall be required to be sent to the superintendent and the Board of Education.

B. The master teacher shall continue professional growth. The master teacher shall attend all meetings and inservice programs. The master teacher shall continue to earn credits specified for certification. The master teacher shall demonstrate the ability to perform in accordance with the state minimum standards. The master teacher shall have the oppotunity to attend professional seminars, workshops, etc. The master teacher could be requested to conduct workshops, inservices, develop programs, and develop inservice programs, or develop curriculum. The master teacher shall have the ability and opportunity to perform as a consulting teacher. The master teacher shall have the opportunity to work with a student teacher. The master teacher shall have the ability to serve as a department chairmen. The master teacher shall be willing to open the classroom for visitation and observation. The master teacher shall have extra duties assigned in proportion with the time available. The master teacher shall reapply for master status every five years.

C. Released time shall be granted for inservice programs. Released time shall be granted for duties of consulting teacher. An evaluation by the principal shall be made once every three yeras. Released time shall be granted to attend/conduct workshops and seminars.

D. A master teacher should receive any stipends offered to all teachers who attend staff development programs. A stipend should be granted commensurate with the responsibility of the committee. The opportunity to work on an eleven month contract should be available. The master teacher should be paid comparable to department head supplemental pay or a negotiated amount.

E. No additional recommendations were made.

5. An instructor in the system who, either through self-evaluation or formal evaluation, acknowledges basic instructional deficiencies shall be classified as a probationary teacher.

A. Selection is made by the principal with assistance from the administrative assistant as needed. The probation period shall be for one year.

B. The probationary teacher shall be open to assistance from the principal. The probationary teacher shall attend recommended inservice programs. The probationary teacher shall be available for frequently scheduled observations and consultations.

C. Released time shall be granted for recommended inservice programs. Scheduled observations by, and consultations with, the principal shall be held regularly. Unscheduled observations shall take place as necessary. Released time shall be granted for consultation with the principal. The instructor's probationary status shall be re-evaluated at the end of the school year.

D. No special compensation provisions should be made.

E. The length of the probationary period shall not exceed a total of two years within an instructor's career in the system. Due to the nature of the program and the time commitment, special consideration should be given before assigning extra responsibilities. If, after a total of two years on probation, the instructor has not successfully met the basic requirements, a recommendation for dismissal shall be given to the superintendent of schools.

6. A professional or master teacher in the system who wishes to assist an intern or transitional teacher shall be classified as a consulting teacher.

A. A consulting teacher shall be recommended by his peers. A consulting teacher shall be recommended by his principal. A consulting teacher shall be given final approval by the principal and the administrative assistant.

B. The consulting teacher shall work for the professional growth of the intern or transitional teacher. The consulting teacher shall have communication with the principal and the intern or transitional teacher. The consulting teacher shall attend all scheduled meetings and inservice programs, specifically for intern or transitional teacher. The consulting teacher shall be a member of the inservice team. The consulting teacher shall offer input to the principal for the final evaluation.

C. Released time shall be granted for consulting teacher to work with intern or transitional teacher. Scheduled conference time shall be available. The length of term or commitment shall be a minimum of one year, renewable twice.

D. A consulting teacher shall be paid comparable to department head supplemental pay or a negotiated amount.

E. Due to the nature of the program and the time commitment, special consideration should be given before assigning extra responsibilities.

Merit Salary and Other Monetary Incentives

The task force addressed a variety of issues related to monetary incentives for teachers. There issues included incentive alternatives, probable teacher responses, merit pay, including models used by lcoal businesses, relationships to teacher performance, public responses, and non-monetary incentives. The task force was unanimous in its agreement about a need to recognize and reinforce conscientious efforts and excellent teaching. However, the task force also identified the followin questions regarding merit salary which they studied further:

1. How a program could be funded;
2. How objectivity and equity could be insured;
3. How a program could affect staff cooperation, moral and self-image;
4. How it could affect enrollment;
5. How it could sustain excellence in teaching.

Main Grant Activities completed by the task force included review of the findings of a comprehensive search of the literature on merit salary systems, study of the fiscal feasibility of merit pay by the Maumee City Schools treasurer, review of statewide models for enhancing the teaching profession via monetary incentives and identification of alternative non-monetary incentives.

In addition, one task force member had undertaken as a major part of his Educational Specialist Degree program a study of representative merit salary systems currently, or previously, used by a sample of school systems in the U.S. This study was expanded somewhat and made part of task force resources.

Findings. Principal task force findings included these:

1. Salary is not the only, or even the most important, monetary incentive for teachers. Others include costs of classroom teaching materials, support for professional conference travel and participation, fees for university courses, and workshops and other inservice study.

2. Among the most important non-monetary incentives, teachers identified control over time and curriculum. Other non-monetary teaching incentives include reduction of non-teaching duties, public recognition and communication with peers.

3. Salary incentives are even less important among non-public school teachers.

4. Steps need to be taken to improve the public image of teachers. Such steps, in turn, would enhance existing incentives for teaching.

5. Groups, rather than individual teacher incentives, can preculde possible adverse effects of salary incentives on school staff morale.

6. School district-university collaboration can enhance the potential effectiveness of both monetary and non-monetary incentives for teachers.

Design Recommendations. The task force made the following recommendations for further study and action:

1. That a standing Teacher Recognition Committee be established in the school system. The purpose of this committee would be to show the teachers that their work and efforts in the classroom are valued and appreciated. The committee would contact local service clubs, businesses, and parents to help sponsor the Teacher Appreciation/Recognition Program. Recognition could be in the form of a certificate, a plaque, a special banquet, or a salute via the media. With increased community support, teachers would have a stronger incentive to continue their dedication to excellence.

2. That non-salary rewards related to increased teacher responsibility and excellence in performance be thorougly and continually explored. Non-salary rewards include additional classroom materials, paid registration fees to conferences, university courses or workshops, released time for grade level/department meetings or for additional planning, reduction in non-teaching related duties through the use of a clerical aide, and the like.

3. That school districts and with local universities work hand in hand in the assistance of teachers. Cooperation in the area of specific training of master teachers to work with student teachers is one way to develop incentives. The university could set up criteria which the supervising teacher must fulfill. He/she would then be given an escrow account to be used at the university at his/her discretion to further himself/herself professionally. Guidance for the entry level teacher should be continued with required periodic seminars at the university so common problems could be discussed.

4. That a formal, structured program be established in the school system for appointing a mentor for each newly employed teacher. Such mentor would have specific non-evaluative responsibilities designed to orient the new staff member to the procedures, regulations and "culture" of the school system and to coach him/her toward greater instructional effectivenss. Such a mentorship would last at least through the new teacher's first year but could be continued if additional support were needed.

5. That supervisory interaction with teachers by administrators focus on developing all teachers' capabilities instead of functioning primarily as a ranking and categorization process whereby the worthiness of contract renewal is determined. Assessing teacher strengths and weaknesses with a plan for affirming strengths and alleviating teacher weaknesses can serve as a strong form of motivation. Enhancing the human relations/ management skills of all administrators challenged with leading teachers would result in positive experiences for educators.

6. That the school district attempt to reduce teacher isolation by providing an environment that fosters collegiality and collaboration. Isolation retards professional growth and stifles communication. It reduces the ability to provide teachers with a suitable work place, a most important need. Professional dialogue, sharing, and trust are components necessary for an effective school.

7. That the school district develop a model of group or team rewards, both monetary and non-monetary, based on specific and well defined criteria. Individual incentive plans can lead to jealousy, distrust and lower morale among teachers. Group or team rewards increase communication and cooperation within a grade level or department. Proposals could be content or process related but should be student centered and directed toward instructional improvement.

Teacher Image

The task force addressed teacher incentive issues related to teacher self-concept, public image, community recognition, and marketing the teaching profession effectively. Main Grant Activities undertaken and completed included attitude surveys among a number of school puplations and local media, use of a public relations expert from the community who served as a member of this task force. The task force also reviewed the Carnegie report, The Condition of Teaching (1983), and they heard a report of a presentation by Emily Feistritzer, author of Cheating Our Children (1985).

Tables 4-6 summarize principal findings of teacher image survey data collected by the task force. Surveys among the Maumee and Diocese school professionals,* among the respective non-professional staffs, among various senior community groups and among members of the local radio, TV and newspaper media provided a variety of comparative data regarding teacher image.

Professional staff responses were generally positive regarding teacher career enjoyment, professional dedication, career choice, preparation, current status and professional accomplishments. Surprisingly, a majority of teachers were positive in responding to a son or daughter's becoming a teacher. Teacher responses were less positive overall regarding public perceptions

*Data collected at Central Catholic High School, Toledo, were added to those collected at schools so that a non-public K-12 range could be assembled.

Table 4. Teacher and Administrator Responses, Public versus Nonpublic Populations.

Item	N Response(s)				
	SA	A	D	SD	NO
1. Teaching is an enjoyable career.	80	64	8	1	5
Maumee City Schools	40	41	5	-	4
St. Patrick's of Heatherdowns	23	9	1	-	-
St. Joseph School	8	9	2	1	1
Central Catholic High School	9	5	0	-	-
2. The majority of teachers are serious and dedicated professionals interested in the education of their students.	59	79	17	1	2
Maumee City Schools	33	49	6	-	2
St. Patrick's of Heatherdowns	13	17	3	-	-
St. Joseph School	6	8	6	-	-
Central Catholic High School	7	5	2	-	-
3. The public view of the teaching profession is a positive one.	4	35	75	44	-
Maumee City Schools	1	19	48	22	-
St. Patrick's of Heatherdowns	1	8	14	10	-
St. Joseph School	1	2	9	9	-
Central Catholic High School	1	6	4	3	-
4. Teachers are adequately compensated financially.	7	39	56	50	6
Maumee City Schools	3	30	31	25	1
St. Patrick's of Heatherdowns	-	5	10	16	2
St. Joseph School	2	1	7	8	3
Central Catholic High School	2	3	8	1	-
5. If I had to do it again, I would select the teaching profession as a career.	45	59	32	21	1
Maumee City Schools	20	41	17	12	-
St. Patrick's of Heatherdowns	14	11	7	1	-
St. Joseph School	8	2	3	7	1
Central Catholic High School	3	5	5	1	-
6. I would want my son or daughter to select teaching as a career.	20	60	33	36	9
Maumee City Schools	6	41	17	23	3
St. Patrick's of Heatherdowns	5	10	9	6	3
St. Joseph School	7	7	2	5	-
Central Catholic High School	2	2	5	2	3

*SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree
NO = No Opinion

Table 4 (cont'd)

Item	N Response(s) SA	A	D	SD	NO
7. I was adequately prepared for my position in the teaching profession.	38	76	31	12	1
Maumee City Schools	20	40	22	7	1
St. Patrick's of Heatherdowns	9	22	2	-	-
St. Joseph School	7	9	5	-	-
Central Catholic High School	2	5	2	5	-
8. I am proud to say I am a teacher.	82	47	21	2	6
Maumee City Schools	41	32	13	2	4
St. Patrick's of Heatherdowns	23	6	2	-	2
St. Joseph School	13	5	1	-	2
Central Catholic High School	5	4	5	-	-
9. The teaching profession has allowed me to make some major career accomplishments.	21	56	61	17	3
Maumee City Schools	12	28	40	10	-
St. Patrick's of Heatherdowns	5	12	10	4	2
St. Joseph School	2	7	8	3	1
Central Catholic High School	2	9	3	-	-
10. Do you agree with the media's recent image of teachers?	8	30	51	58	11
Maumee City Schools	2	16	30	37	5
St. Patrick's of Heatherdowns	1	5	11	10	6
St. Joseph School	-	5	9	7	-
Central Catholic High School	5	4	1	4	-

Table 5. Professional versus Nonprofessional School Staffs.

Item	SA	A	D	SD	NO*
1. The public view of the teaching profession is a positive one.	10	42	80	52	22
Professional Staffs	4	35	75	44	-
Nonprofessional Staffs	6	7	5	8	22
2. Teachers are adequately compensated financially.	15	51	62	59	19
Professional Staffs	7	39	56	50	6
Nonprofessional Staffs	8	12	6	9	13
3. I would want my son or daughter to select teaching as a career.	27	65	40	51	23
Professional Staffs	20	60	33	36	9
Nonprofessional Staffs	7	5	7	15	14

* No Opinion or Neutral Response

Table 6. School Staffs versus Selected Community Responses.

Item	SA	A	D	SD	NO*
1. Teaching is an enjoyable career.	99	86	19	9	24
School Staffs	80	64	8	1	5
Senior Citizens	19	16	8	7	18
Media	-	6	3	1	2
2. The majority of teachers are serious and dedicated professionals interested in the education of their students.	83	97	22	12	23
School Staffs	59	79	17	1	2
Senior Citizens	23	12	3	11	18
Media	1	6	2	-	3
3. The public view of the teaching profession is a positive one.	11	47	91	53	35
School Staffs	4	35	75	44	-
Senior Citizens	7	10	14	8	28
Media	-	2	2	1	7
4. Teachers are adequately compensated financially.	25	50	69	74	19
School Staffs	7	39	56	50	6
Senior Citizens	17	10	9	20	11
Media	1	1	4	4	2
5. I would want my son or daughter to select teaching as a career.	42	74	40	48	33
School Staffs	20	60	33	36	9
Senior Citizens	19	12	6	11	19
Media	3	2	1	1	5
6. I was adequately prepared for my position in the teaching profession.	53	91	44	21	28
School Staffs	38	76	31	12	1
Senior Citizens	15	11	11	8	22
Media	-	4	2	1	5
7. Do you agree with the media's recent image of teachers?	21	44	64	68	40
School Staffs	8	30	51	58	11
Senior Citizens	9	11	11	8	28
Media	4	3	2	2	1

*No Opinion or Neutral Response

of teaching, especially media coverage in the wake of A Nation at Risk (1983) and financial compensation for teaching. In general, attitudes of non-public school teachers were more positive than those of their public school peers regarding career enjoyment, commitment, son or daughter's becoming a teacher, and their own career choice.

In comparision with the responses of professional staffs, the responses of nonprofessional staffs, i.e., school custodians, cafeteria workers and school bus drivers, were more positive regarding public perceptions of teaching and adequacy of teachers' financial compensation. In comparison with the responses of teachers, the responses of senior citizens collected in three community centers were more positive regarding teaching career enjoyment, teachers' commitment, financial compensation, and son or daughter's becoming a teacher.

Findings. Task force findings relate to current teacher image, including attitudes of current school employees locally and local media perceptions, and possible strategies for change:

1. Although recent public media attention to teaching, including local media, is more negative than positive, teachers' own self-image may be more negative than generally recognized.
2. Much of the public image of teaching and teachers is attributable to a lack of information.
3. Students are the principal source of information about teachers in the community.
4. Systematic school distirct efforts to disseminate information about their schools seems limited to campaigns to increase financial support.
5. Only a minority of community residents are parents of current elementary and secondary school students.

Design Recommendations. Task force recommendations for the design of incentive structures for enhancing teacher image are the following.

1. Teacher image needs to be approached as a product to be marketed and merchandised.

   A. When it is viewed from that perspective and given the treatment which will make it appealing to the consumer, it will present the more positive picture desired by those in the profession. The plan outlined here attempts to treat teacher image in that light.

   B. A marketing strategy which conceptualizes teacher images as multi-dimensional should be developed. Figure 5 displays "A Marketing Model for Teaching" with a variety of markets or consumers, messages directed at discreet markets rather than at the public generally, and use of various combinations of media.

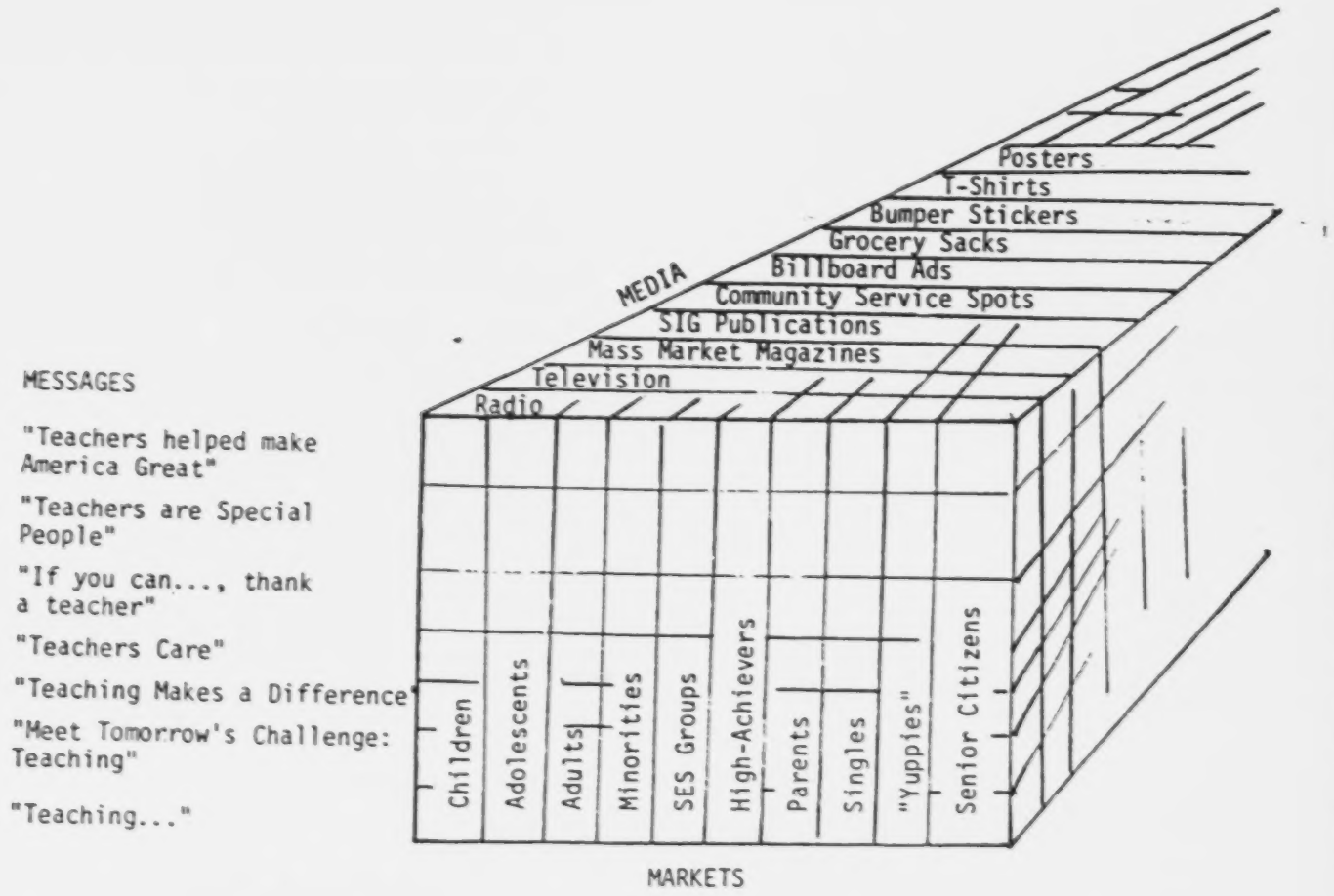

Figure 5

A Marketing Model for Teaching

2. Traditionally, teacher image has been strong through long periods of our nation's history but seems to have diminshed over recent decades. The following categorizes several objectives for enhancing the product against that background:

   A. To present meaningful information developed about present-day teaching on a more regular basis;

   B. To emphasize the enhancement of the teacher self-image as a major factor in upgrading the public image;

   C. To integrate the various entities in the educational process -- teachers, administrators, non-teaching staff, students and parents -- into a coherent, cohesive force for communicating the teacher image to the rest of the public;

   D. To make the public aware of the values of the teacher and to motivate the public to establish and maintain closer rapport with teachers and the educational system.

3. To accomplish the marketing objectives, a programs needs to be developed and implemented which:

   A. Develops a general theme or slogan to be used as a signature or teacher image "logo" for use in all communication materials;

   B. Refines and strengthen the understanding of the teaching function among the other entities in the educational process by improving "internal" communications with them;

   C. Creates regular information flow to the general public about teachers and the teaching profession.

4. Basic to enhancing teacher image is the creation of an umbrella theme which capsulizes the values and benefits of teaching in a single signature line:

   A. To position the teaching profession as a force in the future and ongoing development of this nation;

   B. To provide a rallying point for the diverse entities concerned with the educational process;

   C. To serve as a standard symbol in all materials created to reach out with the teacher image;

   D. To function in its repetitive reinforcement function as a long term device to maintain an increased level of public awareness of the teaching profession.

5. Plans for the development and implementation of the general theme will take into consideration its many uses and its adaptability to the numerous types of materials needed to carry the teacher image message.

6. This plan proposes that information about teacher image be especially prepared for and directed toward the separate groups which comprise the educational process with emphasis on accuracy, timelines and appeal. Some suggested forms that such communication could take would be:

   A. A periodic newsletter covering programs, projects, techniques and events which show the teaching profession in a positive light to the profession itself and to those associated with teachers in educational activities.

   B. Award and incentive programs to recognize and reward teachers and others for their contributions to the profession and thereby enhance teacher image.

   C. Promotional programs to boost awareness within the profession about positive factors with the goal of the profession's self-image.

7. A concurrent portion of this paln recommends that information to upgrade the teacher image be developed and distributed through channels that reach the general public. Some suggested media which should be considered for this purpose are television and radio commercials; newspaper and mass media ads; outdoor ads; and public relations features for TV, radio, newspapers and magazines.

APPENDIX A

PROJECT LITERATURE RESOURCES

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APPENDIX B

TASK FORCE ACTION BRIEFS

The Project to Design Teacher Incentive Structures

TASK FORCE ON NON-TRADITIONAL TEACHER RECRUITMENT

Action Brief

The purpose of this document is to identify suggested Main Grant Activities assigned to this task force by the project proposal and to outline teacher incentive issues related to design of plans for recruiting, training, and certifying teachers from non-traditional populations. The task force will identify Main Grant Activities to be pursued according to its own priorities, and it will address the pertinent teacher incentive issues accordingly. Both Activities pursued and issues addressed will have local focus.

MAIN GRANT ACTIVITIES

1. Interview college placement officers, superintendents and several recently employed teachers from non-traditional backgrounds.
2. Determine characteristics of non-traditional students.
3. Investigate with university personnel existing certification procedures for non-traditional graduates.
4. Carefully review available literature and visit any Master Teacher training programs in the region.
5. Design plans for recruiting non-traditional students into profession.
6. Obtain data from Career Ladder Task Force and Teaching Image Task Force relevant to recruitment.
7. Assess recent College course design and offerings for talented high schoolers as vehicle for attracting academically excellent students and enhancing public support for the profession.
8. Work with University personnel to design a teaching certification model for non-traditional, academically excellent students to be certified while obtaining a Master's Degree in Education.

TEACHER INCENTIVE ISSUES

1. Into what fields are the most academically able students drawn? Why?
2. Why do academically able students avoid teaching majors?
3. How do the admission criteria for teacher education programs differ from those of other majors in colleges and universities.
4. What evidence exists that education majors are less academically able than students who select other majors?
5. What evidence exists that education majors are academically not as able today as in the past?
6. What characteristics or attributes should non-traditional teaching candidates possess in order to gain entry to the profession and means of an alternative certification plan?
7. What is the existing certification procedure in the state of Ohio? Does this need to be altered to accommodate or interest the non-traditional student?
8. What are the local colleges and universities doing to attract talented high school students to education programs?
   a). What type of information is available.
   b). Do colleges recruit for various majors, or just for student enrollment.
   c). How could this be improved?
      1). loans, scholarships?

9. Should states develop tighter standards for admission into teacher education programs? If so, what might be included.
10. Should states or school districts require tests for certification? What are the implications of such a decision.
11. What university imposed requirements would seem imperative for teacher graduates (independent of certification requirements)?
12. What kinds of training, if any, should be a prerequisite to application for certification?
13. Should the curriculum be made tougher in teacher preparation? How?
14. How would five year teacher training programs tied to a year long internship likely affect the quality of entering teacher performance?
15. What can be done to make teaching a viable career for the academically gifted?
16. What role ideally in terms of performance, should field experience with students, play in teacher certification?
17. What advantages or problems would occur with requirements of a supervised school internship prior to certification?
18. What roles should public schools and their personnel have in certification? What are implications for school staff development?
19. What alternative plans can be implemented to certify competent teachers?
20. What revisions, if any, should be made in provision for teaching certificate renewal?
21. How might recruitment, preparation and certification of non-traditional teacher candidates be related to a career ladder and master teacher role?

The Project to Design Teacher Incentive Structures

TASK FORCE ON CAREER LADDER AND MASTER TEACHER

Action Brief

The purpose of this document is to identify suggested Main Grant Activities assigned to this task force by the project proposal and to outline teacher incentive issues related to the design of an effective career ladder model. The task force will identify Main Grant Activities to be pursued according to its own priorities, and it will address the pertinent teacher incentive issues accordingly. Both Activities pursued and issues addressed will have local focus.

MAIN GRANT ACTIVITIES

1. Review action brief and other literature on differentiated staffing, teacher stress and reasons for leav ing the profession.
2. Visit any regional site(s) where a career ladder program for teachers has been established, and engage a consultant in educational administration.
3. Draft a model which identifies levels of teaching performance differing according to heightened training, experience, and greater responsibility, and have it reviewed.

TEACHER INCENTIVE ISSUES

1. What are possible advantages and disadvantages of differentiated staffing in schools?
2. What are implications of differentiated staffing for career ladder design and implementation?
3. What are components of teacher stress and "burnout," including personal and organizational factors?
4. What is the present condition of the teaching profession, i.e., what are major constraints on satisfying professional development?
5. What are identifiable stages of professional development?
6. What are respective role responsibilities which might be assigned teachers at various stages of development?
7. What criteria should be used to identify a "master teacher"?
8. What incentives can be provided to stimulate and recognize teacher development at identified stages of development?
9. How can incentives promote a positive professional image and enhance school-community relations?
10. What are possible implications of the use of identified incentives for teacher recruitment, preparation and certification?
11. What are possible implications of the use of identified incentives for school staff development?
12. What are possible implications of the use of identified incentives for teacher evaluation?
13. What are practical constraints of design of a career ladder model, assignment of role responsibilities, and use of incentives?
14. What has been the experience in states and school districts which have developed plans for "master teachers," e.g., Arizona, California, Florida, Tennessee and Virginia?

The Project to Design Teacher Incentive Structures

TASK FORCE ON SCHOOL STAFF DEVELOPMENT

Action Brief

The purpose of this document is to identify suggested Main Grant Activities assigned to this task force by the project proposal and to outline teacher incentive issues related to design of a school staff development model for enhancing professional development at various stages, enhancing the public image of teachers, recruiting and certifying teachers from non-traditional populations with needed skills, and enhancing school effectiveness. The task force will identify Main Grant Activities to be pursued according to its own priorities, and it will address the pertinent teacher incentive issues accordingly. Both Activities pursued and issues addressed will have local focus.

MAIN GRANT ACTIVITIES

1. Review action brief.
2. Examine both the organization and content of staff development (employee involvement) programs in local industries and service organizations.
3. Review the success and failures of teacher centers in getting teachers to become involved in identifying their personal professional needs and developing a plan to fulfill such needs.
4. Visit the sites of successful educational staff development centers within the region.
5. Interview school district personnel about present staff development practices.
6. Draft a needs assessment instrument sampling personal-professional needs of all levels of district personnel.
7. Draft a plan for increased staff involvement aimed at increasing professional commitment, reducing stress, improving school climate, and fostering mutual support of fellow professionals at all levels.
8. Design a teacher support system to assist interns, probationary teachers, and veteran teachers wishing or needing to develop new skills through feedback and coaching relevant to their teaching behaviors.
9. Obtain feedback on a range of alternatives which promise heightened professional involvement of staff in:
   a. improving teaching skills
   b. curriculum development;
   c. supervision of fellow professionals;
   d. presentation and leadership in professional associations;
   e. increased professional writing and/or research to improve quality of teacher learning.

TEACHER INCENTIVE ISSUES

1. What are strengths and possible deficiencies of current school staff development programs?
2. How is staff development related to professional development and school effectiveness? How are professional development complimentary?

3. How is staff development related to teacher image? How might the two be related in the future?
4. What are current staff development needs?
5. What are possible vehicles for school staff development?
6. What are characteristics of effective staff development? How is staff development different from traditional school inservice? ...from traditional graduate teacher education?
7. How can school staff development be related to teacher role responsibilities at various stages of professional development?
8. How can staff development be related to teacher certification?
9. What are principles of school and curriculum change which have implication for school staff development?
10. What incentives are available for school staff development?
11. How can staff development provide an effective support system for teacher groups?
12. What opportunities for school staff development exist within the operation of the schools and school districts? ...within the local community? ...outside the district and community?
13. What are practical constraints of school staff development? How might constraints be changed?

The Project to Design Teacher Incentive Structures

TASK FORCE ON TEACHER SALARY INCENTIVES

Action Brief

The purpose of this document is to identify suggested Main Grant Activities assigned to this task force by the project proposal and to outline teacher incentive issues related to design of alternative plans for salary incentives related to increased teacher responsibility and excellence in professional performance. The task force will identify Main Grant Activities to be pursued according to its own priorities, and it will address the pertinent teacher incentive issues accordingly. Both Activities pursued and issues addressed will have local focus.

MAIN GRANT ACTIVITIES

1. Review action brief.
2. Examine alternatives within the district and diocese's budget for compensating personnel. These may include: release time, travel, additional equipment and the like.
3. Visit local industries or businesses to gain insights into incentive structures.
4. Visit other state-funded organizations, such as hospitals, to see how incentives are provided and engage a consultant
5. Design a plan which could provide an alternative range of opportunities for greater incentives, including local continuing professional growth credits, a differentiated salary model, additional responsibilities, sabbaticals, partially-funded Master Teacher Internships coordinated with the University and school district.

TEACHER INCENTIVE ISSUES

1. What are some realistic, low-cost alternatives to direct monetary rewards for exemplary teaching?
   a) "Out-of-school" rewards: (discount tickets, seminars, University courses, release time, travel, etc...). What is locally available (in Toledo area, or Northern Ohio, Southern Michigan) that would be a non-monetary reward)?
   b) "In-School" alternatives: (i.e., additional planning time, fewer non-teaching related duties, more relevant/better/longer/shorter, inservice days, use of a student aid). Of these non-monetary awards, which would aid in improving teacher performance, if awarded?
2. What plausible non-monetary rewards would be most appreciated by teachers after "doing a good job"?
3. If asked to chair a committee (political curricular, sports...) or conduct a peer-teaching session, would teachers consider this is a reward? Why or why not?
4. What is done when an employee does not "move up" on the salary ladder?
5. What incentives are being used to reward volunteers in public funded institutions?
6. What are some possible systems of "merit pay"?

7. What are possible advantages of "merit pay"? What, if any, restrictions, may be seen as blocking a merit pay plan?
8. Whose evaluation would be most important or credible to teachers, administrator, peer, pupil, parent?
9. Which would be the most helpful: a copy of teacher's evaluation in full, or a summary of major strengths and weaknesses?
10. How soon after the evaluation should the results be reviewed? Why?
11. Why is it important to have one's performance evaluated? Who should see the evaluations?
12. What are the 1-5 largest area business? What are some exemplary small businesses? How is each handling "merit pay"?
13. Who determines when each step has or has not been met? How? How well has this been clearly defined to employees?
14. What is done when an employee does not "move up" on the salary ladder?
15. What non-monetary rewards (either additional or singular) does the business offer for exemplary performance?
16. What incentives are being used to reward volunteers in public funded institutions?
17. What are the sources that fund salary incentives for schools? What money will be available? For a certain amount of time? Any stipulations?
18. Why would it be helpful to have parents know that their child/student is in class with an exemplary teacher? Could it be a hindrance?
19. How could the public be involved in an alternative reward system? How could better public knowledge of who the "good" teachers are, (and why) be helpful?

The Project to Design Teacher Incentive Structures

TASK FORCE ON TEACHER IMAGE/PUBLIC RELATIONS

Action Brief

The purpose of this document is to identify suggested Main Grant Activities assigned to this task force by the project proposal and to outline teacher incentive issues related to design of a plan for communicating a positive professional image for teachers. The task force will identify Main Grant Activities to be pursued according to its own priorities, and it will address the pertinent teacher incentive issues accordingly. Both Activities pursued and issues addressed will have local focus.

MAIN GRANT ACTIVITIES

1. Review the action brief.
2. Study the recommendations of Carnegie Commission on teaching.
3. Utilize a consultant to advise the committee on recruitment/and retention of strongest candidates.
4. Engage an advertising consultant to advise committee on marketing the profession and communicating its achievements:
   a. to the general public locally and regionally;
   b. within the school district, especailly within the profession;
   c. among attractive potential candidates who might enter the profession.
5. Draft a plan using full area media and school district resources to communicate within the three market segments identified above.
6. Field test the plan before a group of invited area community parents and business leaders for their reactions.

TEACHER INCENTIVE ISSUES

1. What is present image of teachers and what are key factors related to it?
2. What positive ingredients of the current image need to be maintained? What are positive ingredients which need to be attained in the future?
3. What negative ingredients of the current image need to be eliminated?
4. What are basic principles of public relations which can be used in promoting a positive image for teachers?
5. What are media and vehicles for communicating teacher image?
6. How is teacher image related to school image and vice versa?
7. How is teacher image related to teacher recruitment, preparation and certification and what changes in the latter may, therefore, be needed?
8. How might teacher image be related to a professional career ladder and designation of master teachers?
9. How might teacher image be related to school staff development?
10. What are possible incentives for teachers which can change teacher and school image?
11. What public relations strategies can be pursued to enhance teacher image?
12. What resources are needed to implement identified strategies? What resources are available?

13. What steps can be taken to market the profession in the community at large and among the general public?
14. What steps can be taken to market the profession among potential teacher candidates?
15. What are practical constraints of using various media, communications vehicles, public relations strategies and identified steps for changing or communicating a positive professional image?

APPENDIX C

PROJECT AGENDAS AND DOCUMENTATION FORMATS

The Project to Design Teacher Incentive Structures

STAFF MEETING
October 22, 1985

Agenda

1. Steering Committee

   *Membership
   *meeting Dates
   *First Meeting Agenda (Nov. 8)

2. Task Forces

3. Community Survey Population

4. Resources

   *School/School District Policies and Procedures
   *School Staff Development Plans
   *PDK Fastbacks
   *ERIC Search Results
   *Other

5. Honoraria

6. Other

The Project to Design Teacher Incentive Structures

STAFF MEETING
November 26, 1984

Agenda

1. Review November 8 Steering Committee Meeting

2. Initial Task Forces Meeting

   *Date and Location
   *Format
   *Documentation
   *Final Membership
   *Statements of "Charge"

3. Community Survey Instrument

4. January Steering Committee Meeting?

5. Publications

   *PDK Fastbacks
   *Other

6. Other

The Project to Design Teacher Incentive Structures

STAFF MEETING
February 11, 1985

AGENDA

1. Report on Denver Meeting
2. ECS Monographs - Other Publications
3. Community Survey Results
4. ATE/ASCD Presentations
5. February-March Task Force Meetings
6. Documentation
7. Toledo Plan
8. Spring OCTEO Conference
9. Other

The Project to Design Teacher Incentive Structures

STAFF MEETING
March 11, 1985

Agenda

1. Need for Steering Committee Meeting

   *Purpose
   *Format

2. Up-date on Task Forces

*Career Ladder/Master Teacher	Jacobi
*Recruitment/Certification	Johnson
*Teacher Image	Gress
*Salary Incentives	Jacobi
*Staff Development	Sr. Mary Ellen

3. April-May Task Force Meeting Dates

4. Tentative End-of-School Year Plans

5. Other

The Project to Design Teacher Incentive Structures

STAFF MEETING
April 22, 1985

Agenda

1. April 25th Steering Committee Meeting

   *Task Force Spokespersons
   *Agenda

2. Final Reports Format and Deadlines

3. Final Project Meeting

   *Format
   *Participants
   *Agenda
   *Arrangements

4. Recognition for Project Participants

5. Johnson-Gress Grant Proposal

6. Other

THE PROJECT TO DESIGN TEACHER INCENTIVE STRUCTURES

Steering Committee Meeting

Thursday, November 8, 1984
Cape House
2430 Detroit Ave., Maumee
5:30-7:30 p.m.

5:30-6:00	Social/Cash Bar
6:00-6:45	Dinner
6:45-7:30	Welcome and Project Overview: James R. Gress, Director
	Introduction of Steering Committee: Claire L. Jacobi Maumee City Schools
	Sr. Mary Ellen Youngblood, O.P. Catholic Diocese of Toledo
	James R. Gress The University of Toledo
	Community Survey: James R. Johnson Project Research Coordinator

NOTE: Dinner, from the menu, will be on your own. However, a small honorarium to cover expenses for the meeting will be paid you.

THE PROJECT TO DESIGN TEACHER INCENTIVE STRUCTURES

Joint Steering Committee/
Project Task Forces Meeting
Thursday, December 6, 1984
Gateway Middle School
Gibbs & Sackett Sts., Maumee
4:15-5:45 p.m.

AGENDA

I.	Introductions.	Project Staff
II.	Project Overview and Review of Steering Committee Role.*	Project Director
III.	Community Survey.	Research Coordinator
IV.	Role of Task Forces and Charge.	School-Community Coordinators
V.	Initial Work Session.	Task Forces
VI.	Conclusion.	

*Note--Next Steering Committee Meeting:

Tuesday, January 8, 1985
Catholic School Services
400 W. Delaware, Toledo
4:00-6:00 p.m.

Project to Design Teacher Incentive Structures

STEERING COMMITTEE MEETING

Thursday, April 25, 1985

Agenda

I.	Call to Order.	James Gress
II.	Community Survey.	Project Staff
III.	Interim Task Force Reports.	
	A. Career Ladder/Master Teacher	Patricia Kwiatkowski Donelda Criger
	B. Non-Traditional Recruitment/ Certification	William Lyons James Johnson
	C. Salary Incentives	James Cellio Gladys Krieger
	D. Teacher Image	Robert Kabat Margaret Cowles
	E. Staff Development	Elizabeth Ference Diane Ninke
IV.	Reactions and Recommendations.	Steering Committee
V.	Final Project Reports.	Claire Jacobi
VI.	Final Joint Steering Committee/Task Forces Meeting Plans.	Sr. Mary Ellen
VII.	Adjournment.	

The Project to Design Teacher Incentive Structures

STEERING COMMITTEE/TASK FORCES FINAL MEETING

UT Continuing Education Center
Monday, June 10, 1985
5:00-6:30 p.m.

Agenda

Welcome	Dean Philip J. Rusche
Project Outcomes	Dr. David C. Abbott
	Fr. John A. Thomas
Another Perspective	Dean Donald C. Powell
Some Interesting Moments	Patricia Kwiatkowski
	William Lyons
	Vicki Wertzbaugher
	Robert Kabat
	Elizabeth Ference
Recognition and Awards	Claire L. Jacobi
	Sr. Mary Ellen Youngblood
	James R. Johnson
	James R. Gress

Wine and Cheese will be served for the program and social (half) hour.

The Project to Design Teacher Incentive Structures

INITIAL TASK FORCE WORK SESSION

Agenda

I. Introductions.

II. Review of Project Proposal.
   A. Task Force Objective (see p. 4).
   B. Suggested Main Grant Activities (see pp. 6-8).

III. Selection of Task Force Chair and Recorder

IV. Initial Work Session Tasks.
   A. Review and Discuss Task Force Issues (see Action Brief on Main Grant Activities and Teacher Incentive Issues).
   B. Identify Main Grant Activities to Pursued, subject to later modification by the Task Force.
   C. Schedule Task Force Meetings/Work Sessions for Main Grant Activities: January 1-May 31, 1985.
   D. Identify Task and Issue(s) for Next Meeting/Work Session.
   E. Identify and Assign Preparation Tasks for Next Meeting/Work Session:
      1. Chair;
      2. Staff Liaison;
      3. Task Force Members.

The Project to Design Teacher Incentive Structures
TASK FORCE MEETING REPORT

TASK FORCE: _____

Chair: _____

Recorder: _____

Task Force Meeting/Work Session: January 1-May 31, 1985

Date	Time	Location

Preparation Task Assignments for Next Meeting/Work Session

	Task(s)
*Chair	
*Staff Liaison	
*Members	

_____
Signature, Recorder

The Project to Design Teacher Incentive Structures
TASK FORCE MEETING REPORT
February, 1985

TASK FORCE: _____

Chair: _____

Recorder: _____

Progress to Date

Directions: Briefly summarize accomplishments of the task force to date of this report. Identify any products produced, e.g., written papers or reports, surveys or the like. Also identify any problems you've been unable to solve. Below, circle the number(s) of the grant activities completed to date (see attached listing).

Grant Activities:							
	1	4	7	10	13	16	19
	2	5	8	11	14	17	20
	3	6	9	12	15	18	21

Next Meetings and Preparation

Directions: List task force meeting dates for March, April and May. Then, outline task force members' preparation assignments for the March meeting.

Meeting Dates: _____

_____

_____

Preparation Tasks
for March Meeting:

_____
Signature, Recorder

_____
Date

FINAL TASK FORCE REPORT

Outline

1. Record of Task Force meeting dates, members and attendance.

2. List of Main Grant Activities (see Task Force Action Brief) Identification of Activities completed; list of other activities, if any.

3. List of key conclusions of Task Force study.

4. Recommendations to: (a) Maumee City Schools, (b) St. Joseph's and/or St. Patrick's schools, (c) Diocesan School Office, (d) The University of Toledo and (e) Ohio and U.S. Departments of Education.

NOTE: Recommendations for (a), (b), (c) and (d) will be the principal focus of the Final Report and include details of plan or design created by Task Force. Other recommendations, if any, will probably be brief and more general.

DUE DATE: June 3, 1985

Final reports should be mailed to the Project Director. A SASE will be provided for each Task Force.